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SSN2172: General Psychology 20

Studying Behaviour

Assignment Booklet 4

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Summary

	Total Possible Marks	Your Marks
(S) 3 Lesson 1 Assignment 1	35	
(S) 3 Lesson 1 Assignment 2	35	
(S) 3 Lesson 1 Assignment 3	16	
(S) 3 Lesson 1 Assignment 4	14	
TOTAL	100	

Teacher's Comments:

_____

Teacher

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- Has your work been reread to ensure accuracy in spelling and details?
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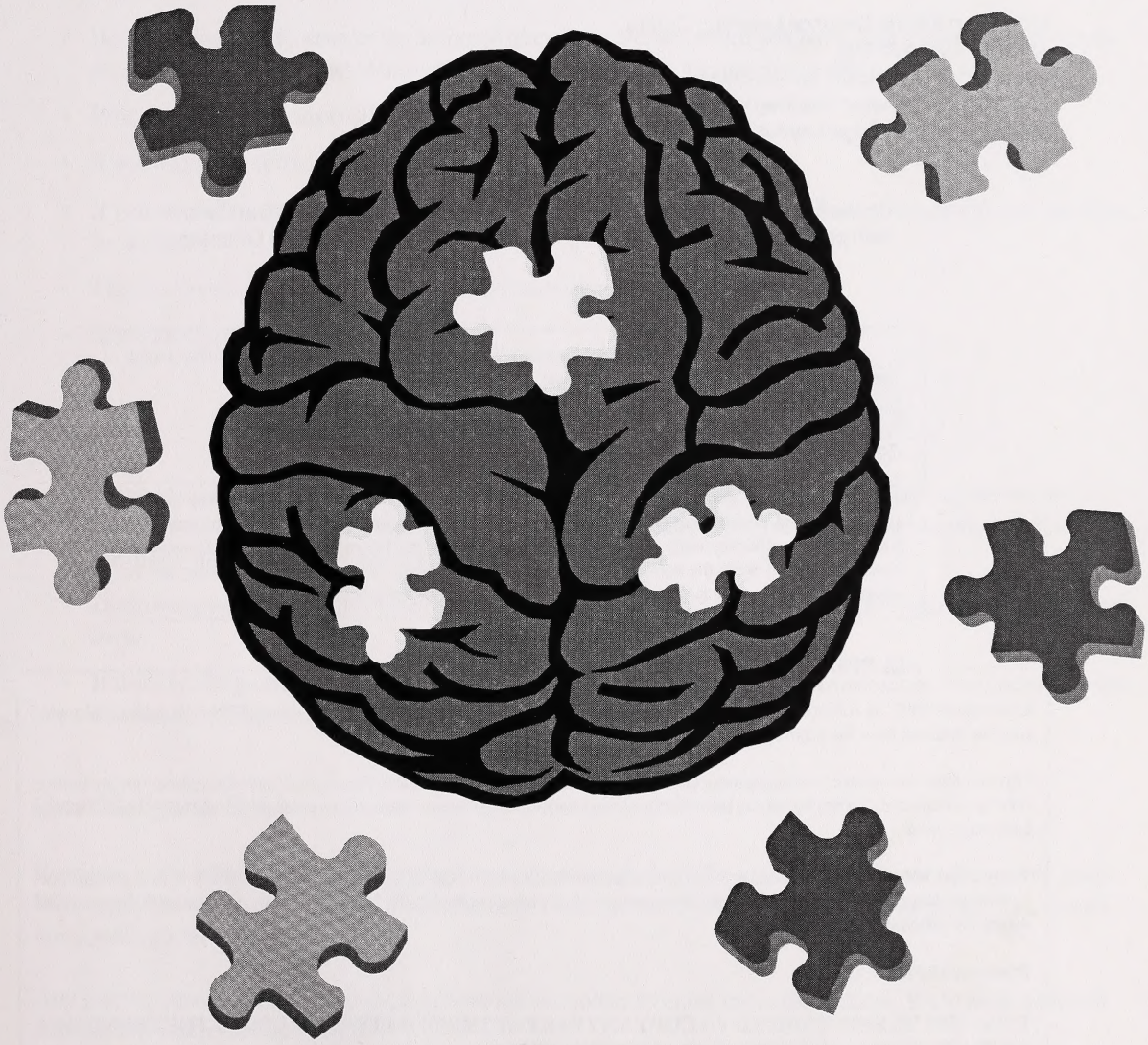
General Psychology 20



Assignment Booklet 4

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General Psychology 20

Assignment Booklet 4

Advice:

Your mark for this module will be determined by your success on the assignments in this booklet. Your answers give your teacher indications of your understanding of the course.

- Before attempting to answer the assigned questions, please be sure you have read all the relevant course material and have completed the self-correcting activities in the module booklet.
- Proceed **slowly** and **carefully** through the assignments.
- If you encounter difficulties, review the pertinent section notes.
- If you are still having problems, please contact the course teacher at the Alberta Distance Learning Centre for assistance.
- The marks possible for each individual exercise is indicated.
- Good luck in your studies!

Warning:

- Failure to complete all questions and/or poor responses due to obvious lack of effort may result in your teacher returning the assignment booklet marked "incomplete". No grading will be awarded until such exercises are completed to the teacher's satisfaction.
- Discussing various aspects of the course with others is encouraged, but all work submitted should be your own.
- If there is a large discrepancy between the assignment score and the final exam score, the teacher has the discretion to assign a final mark based solely on the examination results.

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Any journey consists of single steps; you have taken another by enrolling in this course. We want to help you successfully reach your destination.

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Section Three: Studying Behaviour

Value
35

Assignment 1: Roles

1. a. Identify a role you have held in the past or have at the present. *For example, your role may be babysitter, pitcher for the baseball team, yearbook editor, or it may involve a part-time job.* Briefly explain your chosen role.

_____

_____

_____

b. Describe the socialization process that was used to acquire your role. *For example, did you watch someone do it and copy them, did you attend classes or practise sessions, or did you read a book about it?* Focus on how you learned the role.

_____

_____

_____

_____

c. What clothing expectations are connected with your role? Don't say, "I work part-time as a cashier at a self-serve gas station and I can wear anything." That's not true because you could not wear a business suit or a satin lounge dress and be considered appropriately dressed.

_____

_____

_____

_____

d. Consider the reciprocal nature of the role you have described. Break it into two parts - your role and what you should legitimately expect from others. Limit you discussion to this particular role; do not include all the other roles you have as well.

What I have to do:

_____

_____

_____

_____

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What I expect others to do for me:

_____

_____

_____

_____

2. a. Role deviations can cause serious problems. Explain why this is true using an example.

_____

_____

_____

_____

_____

b. Occasionally someone will misinterpret the behaviour expected of a certain role. Give an example. Make it humorous is possible.

_____

_____

_____

_____

_____

c. Which one is more likely to be misinterpreted - an ascribed role or an achieved role? Why?

_____

_____

_____

_____

_____

3. What is the difference between maleness and masculinity?

_____

_____

_____

_____

_____

4. What would happen if a person did not have a clear idea of gender identity? Give an example of one situation where this misunderstanding would cause a problem.

_____

_____

_____

_____

_____

5. If you were a girl **with** androgynous qualities, check the tasks that you would feel comfortable doing.

_____ changing a tire
_____ sewing and mending
_____ reading poetry
_____ entering a local election campaign
_____ putting together lawn furniture
_____ grooming a horse
_____ helping a child construct a kite

6. If you were a boy **without** androgynous qualities, check the tasks that you would feel comfortable doing.

_____ diapering a baby
_____ playing competitive sports
_____ wiping dishes
_____ doing the family wash at the launderette
_____ repairing a motorcycle
_____ comforting a crying baby
_____ constructing a tool shed

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Assignment 2: Review of Roles and Gender Identity

Match the appropriate term with the phrase.

a. gender identity
b. reciprocity
c. socializing
d. rites of passage
e. extended kinship
f. ascribed roles
g. achieved roles
h. deviation

_____ 1. position assigned on the basis of birth

_____ 2. aunts, cousins, grandparents

_____ 3. femaleness or maleness

_____ 4. departure from the rules

_____ 5. high school initiation

_____ 6. give and take - a mutual exchange

_____ 7. process of acquiring the proper attitudes, values, behaviours

_____ 8. position assigned on basis of merit

9. Some role changes can be very positive and beneficial in nature. In a few sentences discuss role changes you would like to see take place in either:

- your home
- your school
- your place of work
- society in general

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10. In this assignment you have the choice of doing Option A or Option B.

Option A

Many roles relating to household duties are assigned in an arbitrary way to each sex in a particular culture. Consider the following tasks: vacuuming, yardwork, preparing food, laundry, clean-up after meals, pruning trees, gardening, shopping for groceries, maintaining the furnace, shovelling snow, disciplining the children, mending clothes. In you family, does housework follow traditional roles for the sex? Answer by using some examples.

Option B

Find an ad from a magazine and attach it with your answer. Look carefully at the person in the picture and notice clothing, what they are doing, the attitude they seem to portray, and how they are interacting with others. Answer this question on the lines that follow.

What is the gender message in this picture?

Attach Picture Here

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11. In this assignment you have the choice of doing Option A or Option B.

Option A

i. Describe the birth order of the siblings in your immediate family or of a family close to you. Explain the sex and age pattern of the children. To describe age pattern, you simply have to give the number of years between one child and the next; you do not have to mention their actual age(s) if you don't want to. If you want to name the people you can do that, or, for example, simply say Child One is a male.

ii. Mention a few personality traits of at least two of the children.

iii. Do you conclude the theories about birth order given in the lesson notes are generally true or are they inaccurate? Give a reason why?

Option B

Write a composition taking **one** of these positions:

- The extended kin offers valuable support to the family
- The extended kin interferes too much with family matters.

12. Read the list of activities below. Which ones would be traditionally associated with boys? Remember, the stereotype for boys includes these ideas: masculine, tough, independent, unafraid, involved in "action" events, and having strict control of the emotions. Which ones would be traditionally associated with girls? Remember, the stereotype for girls includes these ideas: feminine, soft, delicate, sensitive to others, dependent, "cultured", and able to express emotions. Some of the activities could really be assigned to either one.

Activity	Boys	Girls	Either
joining a debating team			
moving furniture			
watching your reflection in a window			
keeping a pet			
forging a cheque			
taking physics and industrial education			
acting as a mediator in a dispute			
going into a social situation alone			
visiting someone in the hospital			
organizing a project for charity			
going to the bar			
taking dancing lessons			
cheating on a steady			
budgeting			
gossiping			
visiting the museum			
shoplifting small items			
reading questionable sex literature			
approaching a parent for advice			
attending a political rally			

13. Review the decisions you made in the previous chart. Choose one of the answers you gave and defend your choice by providing a reason.

Item: _____

My Answer: _____

_____

_____

_____

_____

Value
16

Assignment 3: Leadership and Groups

1. Review the qualities that are important for any leader to have. Choose six qualities that you think are most essential and list them on the lines.

_____

_____

_____

_____

_____

_____

2. Select two of the qualities you included in your answer to Question 1 and explain why you chose them.

_____

_____

_____

_____

_____

_____

_____

_____

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3. How might the clique enforce a particular code of behaviour for its membership? For example, the clique decides that all members should wear a certain style of clothing to the school dance. How might the clique influence the individual members to abide by that decision?

_____

_____

_____

_____

4. State one advantage and one disadvantage of a person holding multiple membership in several different groups.

Advantage _____

_____

_____

_____

Disadvantage _____

_____

_____

_____

5. a. Consider what groups you belong to or have belonged to in the past. Name one of the small groups that you have belonged to at some time in your life.

_____

_____

b. Why did you participate in the group? Did you have free choice in that decision or were you more or less forced to belong?

_____

_____

_____

6. Give an example of nonverbal communication a small group might use.

_____

_____

_____

7. Which group has more status - an inclusive group or an exclusive group? Explain why.

_____

_____

_____

_____

_____

_____

8. Does the risky shift or the cautious shift hypothesis seem to be more prevalent in the group decisions you have witnessed? Explain why.

_____

_____

_____

_____

_____

_____

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Assignment 4: Review of Leadership and Groups

Match the appropriate term with the correct phrase.

a. autocratic leader	b. laissez-faire leader
c. inclusive group	d. interaction-oriented group
e. task-oriented group	f. sociogram
g. reference group	h. clique
i. group morale	j. formal leader

_____ 1. the group's main purpose was to collect clothes for the needy

_____ 2. a diagram of the group's network of relationships

_____ 3. attitude of group members and loyalty toward group goals

_____ 4. small, close-knit group

_____ 5. rules in a strict, firm manner

_____ 6. has an established position in the hierarchy

_____ 7. the group works with little direction

_____ 8. similar ages, interests, and experiences

_____ 9. twenty-five new members joined the group

_____ 10. the group drank tea and gossiped

11. Look at the *Winning With People* information in your lesson notes to answer the following questions.

a. Which pair of people those from Groups 1 and 2 or those from Groups 3 and 4 would be more likely be leaders? Explain why.

_____

_____

_____

_____

_____

b. Would bullies belong to Group 1? Why or why not?

_____

_____

_____

_____

_____

c. Which group of people (1, 2, 3, or 4) would feel most at home in a crowd? Why?

_____

_____

_____

_____

_____

d. Your group has an important project that must be completed before anyone gets holidays. From which group of people would you select your leader? Why?

_____

_____

_____

_____

_____

_____

_____

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12. It is more productive to have a mixture of people in a small group or to have like-minded individuals working together? Explain.

13. Your task is to write a paragraph on The Group-Evil Influence or Dynamic Support. Your paragraph should reflect your own personal feelings and experiences with a group. Group influence can be very powerful and sometimes negative. Yet, the group is very helpful in many ways and sometimes it would be very difficult to accomplish important tasks without the group.

As you write your paragraph, you may consider some of the following questions:

- Is the group valuable?
- How many of the tasks that are important to you could be completed outside the group?
- How is the group supportive in a social way?
- How can the group interfere with your development as an individual?
- How is the leader an important factor in the direction a group will take?

END OF ASSIGNMENT BOOKLET 4